

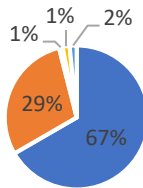


Headteacher: Mrs S Hewitt

Thorpe Hesley Primary School
 Upper Wortley Road, Thorpe Hesley, Rotherham, S61 2PL
 Tel: 0114 2570153
thorpehesleyprimary.rotherham.sch.uk/
 Email: THPOffice@nclt.ac.uk

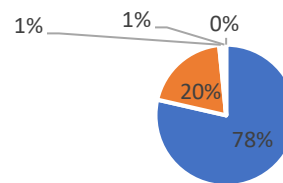
Parent/Carer Survey Results Feedback, Autumn 2023

1. My child is happy in school



■ Strongly agree ■ Agree ■ Disagree
 ■ Strongly disagree ■ Don't Know

2. My child feels safe and well cared for in school



■ Strongly agree ■ Agree ■ Disagree ■ Strongly disagree ■ Don't Know

1. 96% of parents/carers who answered felt that their child was happy in school. I would urge the few parents who did not feel this to contact me or your child's class teacher to see if this can be remedied. Staff are always ready to listen and act on any concerns you or your child may have. As a school we work hard to provide a bespoke, creative curriculum with lots of exciting learning activities and events. We really do feel strongly that happy children make good learners and we want everyone in our school to be happy!

2. 98% of respondents said that their child feels safe and well cared for in school, with a huge 78% strongly agreeing. Safeguarding is taken extremely seriously in school and we believe that Safeguarding is everyone's business. All staff are fully trained in Safeguarding and receive regular updates and we work with the trust Director of Safeguarding and outside agencies to further develop knowledge, understanding and strategy. According to a recent external review, "The school has an impressive team of professionals who are clear about their roles and responsibilities within the safeguarding system" (Diane Stokes, Consultant with Learn Sheffield, June 2023).

We also teach about personal safety and safeguarding within our curriculum on a regular basis, particularly through our Personal, Social, Health and Economic (PSHE) lessons and through half-termly online-safety lessons as part of our Computing curriculum. We also have regular assemblies with a Safeguarding theme. All of our children know who to go to in school if they have any concerns and all of our staff are ready to listen and to take concerns seriously.

We have an excellent Children and Families Team who work with a number of families and pupils and run regular coffee mornings where our families can find out more about the support on offer and discuss any worries or concerns. We include Safeguarding information and links in our newsletters as well as sending out our new half-termly Safeguarding newsletter. There is also a wealth of Safeguarding information available on our website. Our School Council are currently in the process of creating a child-friendly Safeguarding leaflet as part of Safeguarding Awareness week which is coming up in November.



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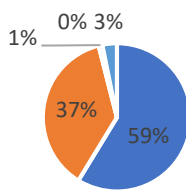


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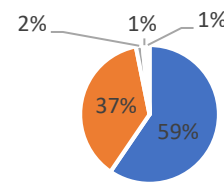
I would urge the two respondents who did not agree with this statement to contact me or their child's class teacher so that we can address this. It is vital to us that everyone should feel safe in school.

3. School makes sure its pupils are well behaved



■ Strongly agree ■ Agree ■ Disagree
 ■ Strongly disagree ■ Don't Know

4. The school keeps me updated about what my child is learning



■ Strongly agree ■ Agree ■ Disagree
 ■ Strongly disagree ■ Don't Know

3. 96% of respondents agreed with this statement, with a further 3% answering 'don't know' which I am assuming means that behaviour has not been an issue for them. Behaviour in and around school is generally excellent and we are very proud of our children for this. We have a strong behaviour policy in school which is consistently applied throughout all three key stages by all members of staff. This is based on a positive behaviour model where positive behaviour is recognised and rewarded through Golden Time, Golden Tickets and Class Points. Our Behaviour Policy is effective in ensuring pupils know right from wrong and our Golden Rules support this. Children lose Golden Time when rules are broken, however, they are aware that these minutes can be earned back. Any incidences of poor behaviour are dealt with immediately according to our policy.

Our school prefects, a role that children can apply for in Year 6, help to ensure positive behaviour in our corridors and cloakroom areas during break and lunchtimes and our Year 6 and Year 2 playleaders promote positive behaviour and interactions out on the yard through organising equipment and running group games and activities. Excellent leadership by these pupils is rewarded through our 'play-leader of the month' awards which children across school are encouraged to nominate individuals for.

Because of the excellent behaviour in school, we are able to create fun, themed days and events, confident in the knowledge that behaviour and learning will continue effectively even when there are changes to routines and excitement is high.

4. 97% of our parents/carers agreed that school keep them updated about what their child is learning. We produce termly (KS2) or half-termly (EYFS and KS1) booklets for all parents/carers about their child's current topic in school. There is also information on the school website about our



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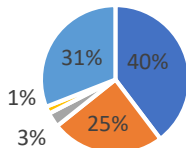


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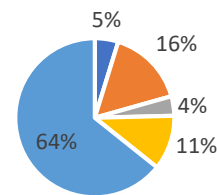
curriculum as a whole, as well as a specific page for each curriculum area. All classes hold Welcome Meetings as well as regular Stay and Learn sessions in Reading, Maths and Writing, as well as sessions covering phonics and the core areas for EYFS. We also provide additional information sessions for parents about Y6 SATS and the Y4 Multiplication Tables Check. We share a lot of our learning on Twitter and each class has their own page on our website. The weekly newsletter also keeps parents informed about what is going on in school. We produce mini-reports following the Spring assessments and a Record of Achievement in the final term. Parents' Evenings are available remotely or in person – to enable all of our parents to attend. Staff will always contact any parent who has asked for further information as well as offer support to parents of children where this is deemed necessary. Additional work to close gaps in learning is offered if needed and parents are frequently invited into school for events and functions where they can see learning and outcomes first hand.

5. When I have raised concerns with the school, they have been dealt with effectively



- Strongly agree
- Agree
- Disagree
- Strongly disagree
- I have not raised any concerns

6. Known incidents of bullying are dealt with effectively



- Strongly agree
- Agree
- Disagree
- Strongly disagree
- My child has not been bullied

5. We are pleased to see that 95% of our parents/carers have either not had to raise any concerns or, where they have, are happy that these have been dealt with effectively. Staff always deal with any concerns immediately and try to solve problems wherever they can by working with the child and/or their parents/carers. Emails and phone calls to school are always replied to promptly and staff will always get back to parents as quickly as they can to offer support. Also a reminder that my door is always open if there is anything that you would like to discuss with me. Please either catch me around school at the beginning or end of the day, drop me an email or pop in to either office or give us a call to arrange an appointment.

6. The results show that 85% of respondents said that either their child hadn't been bullied or that, if they had, this had been dealt with effectively. This did initially leave an alarming 15% who disagreed or strongly disagreed. However, I have done some more digging into this as I was surprised by the



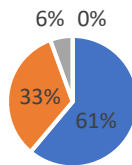
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results and feel that these results may have been skewed by a badly worded question on my part (apologies for that). When I have spoken to some of the parents who strongly disagreed, they have all responded to say that they had misunderstood the question and were strongly disagreeing that bullying happens within our school. This therefore calls into question the validity of these results. – Lesson learnt for next year’s survey! However, I would again urge you to contact either me or your child’s class teacher if you are concerned about your child being bullied.

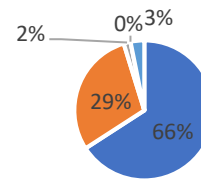
Incidents of bullying are rare within school and there are robust and effective strategies in place to deal with them swiftly and sensitively should they occur. Our Governor with responsibility for Safeguarding, Behaviour and Anti-Bullying checks records on a regular basis and works closely with school on this. We have achieved a Gold Anti Bullying Award after working with parents and pupils and many further positive strategies have been introduced into school as a result of this, for example, our Child Friendly Anti-Bullying Policy which was written by our School Council.

7. For those who answered Yes to "Does your child have SEND?" How strongly do you agree that school gives your child the support they need to succeed?



■ Strongly agree ■ Agree ■ Disagree ■ Strongly disagree

8. The school has high expectations for my child



■ Strongly agree ■ Agree ■ Disagree
 ■ Strongly disagree ■ Don't know

7. We are delighted that, out of the 18 parents who indicated that their child has special educational needs or disability (SEND), all except 1 agreed or strongly agree that school gives their child the support they need to succeed. We are extremely proud of our inclusive school and the support we give **all** our pupils who have additional needs. Children identified as having SEND are supported very well by the Inclusion Team and our support staff work extremely hard to support children with their learning in class and carry out 1:1 and group interventions. Our staff are knowledgeable and experienced in supporting children with a range of needs and access regular Professional Development to increase their knowledge and better support our pupils. All SEND pupils have a bespoke plan which is carefully discussed with parents in conjunction with expert advice. School works with external professionals to ensure the best provision possible. Individual Education Plans are shared with parents at termly meetings to ensure that we are providing the best possible support for each child.



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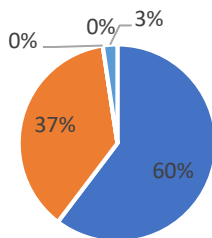
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8. 95% of our parents/carers agreed or strongly agreed that the school has high expectations for their children. As a school we always strive to be the best that we can be and we encourage our children to do the same. We know that you, as parents and carers, want the very best for your children and we do too. Whatever level a child is at, we will support them to be the best they can be.

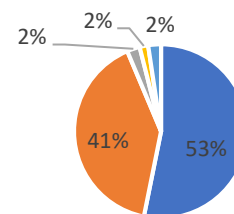
See Question 4 for details around how we involve parents/carers in their child’s learning and report outcomes and information to work with our families.

9. My child does well at school



■ Strongly agree ■ Agree ■ Disagree
 ■ Strongly disagree ■ Don't Know

10. School keep me informed on how my child is doing



■ Strongly agree ■ Agree ■ Disagree
 ■ Strongly disagree ■ Don't Know

9. A staggering 97% of parents/carers agreed or strongly agreed that their child does well at school. The remaining respondents were unsure, with nobody disagreeing. This is great news! We have high expectations and support all our pupils to do well. We want them to do well in all areas, academically and socially. We aim to create citizens of the future who are kind, caring, enthusiastic, creative and lifelong learners. We are very proud of our bespoke, creative curriculum which is carefully planned with exciting learning and clear progression to ensure children learn effectively. We try to involve parents and carers in their child’s education as much as possible with information sent home, shared on the website, or at Stay and Learn sessions.

10. 94% of respondents agreed or strongly agreed that school keep them informed on how their child is doing. As with Question 4, we try hard to keep our parents/carers informed about their child’s learning and progress through Parents’ Meetings, mini-reports, Records of Achievement and Stay and Learns. We work with many families around additional support where required and our parents/carers are always welcome to contact class teachers and ask for additional information if you feel this would be useful.



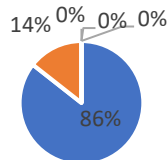
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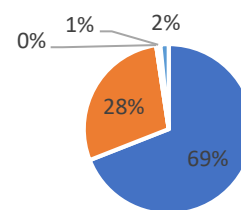
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11. The school promotes a love of reading



■ Strongly agree ■ Agree ■ Disagree
 ■ Strongly disagree ■ Don't Know

12. There is a range of subjects available to my child in school



■ Strongly agree ■ Agree ■ Disagree
 ■ Strongly disagree ■ Don't Know

11. We are thrilled that 100% of parents/carers agree that we promote a love of learning, with 86% strongly agreeing. This is an area that we have put a lot of work into over the last few years and that we are very proud of. We have put lots in place to ensure that our children love to read, including: developing the library; developing reading spines in every year group; introducing our annual Story Festival; developing our phonics provision in Reception and KS1 using Little Wandle; daily Story Time in every year group; using high-quality texts to enhance our curriculum teaching and texts that provide hooks into writing; further developing our army of Reading Volunteers; inviting parents in to Stay and Learn sessions in every year group with a particular focus on reading and/or phonics; having access to books outside at breaktimes, in the form of reading dens in the Infants and reading boxes in the Juniors; launching class 'Reading Scrapbooks' which children can take home to add their reading recommendations to.

12. 97% of respondents agreed that there is a range of subjects available to their child in school, with a further 2% unsure. As a school, we cover all aspects of the National Curriculum but also go above and beyond in many areas, utilising 'in house' expertise and passion to design a creative curriculum designed by **our** staff for **our** pupils. This is delivered through a variety of methods, including 'classroom-based' learning and through learning opportunities outside of the classroom, including making use of our fabulous woodland area, giving pupils the opportunity to experience the outdoors and help learning come alive. We offer our pupils new and exciting experiences through the curriculum as well a range of extra-curricular activities (see response to question 13 below).

Through our curriculum, we seek and utilise opportunities to widen knowledge and understanding further than our locality, acknowledging that our school community is largely white British and so ensuring children have opportunities to experience and develop their knowledge, understanding and acceptance of other cultures and faiths. For example, we have a multi-cultural term where all year groups in school focus on a different country, learning about the human and physical features, their customs and beliefs, and have opportunities to share this learning with each other and with our community. We also have termly whole-school themes, where learning for children across school



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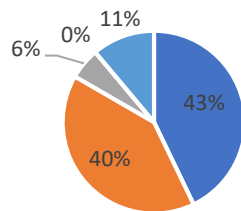
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will focus on a specific theme that we feel is important in the context of our local or global community. An example is our 'Let's Go Wild' topic which kicked off this academic year, with children learning all about British wildlife and what we can do to look after it. All children across school took part in a variety of wild workshops including outdoor poetry, musical theatre, willow weaving and land-art.

In EYFS the curriculum and continuous provision both indoors and outdoors reflects the changing needs and interests of the children. In all year groups, opportunities to reflect on special days and events are included in the planning of the provision and learning. These have included Remembrance, the Queen's Jubilee and King's Coronation, community Christmas events plus many more over the year.

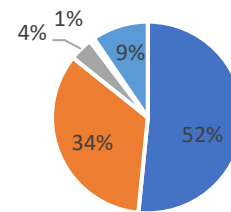
As a creative school, art, design, music and performance are also a big part of our culture and we have many opportunities for our children to shine in these areas. We strongly believe in giving every child the chance to succeed with their particular talents as well as academically.

13. My child can take part in clubs and activities at school



■ Strongly agree ■ Agree ■ Disagree ■ Strongly disagree ■ Don't Know

14. The school supports my child's wider personal development



■ Strongly agree ■ Agree ■ Disagree
 ■ Strongly disagree ■ Don't Know

13. 83% of parents/carers agreed or strongly agreed that children are given the opportunity to take part in clubs and activities at school. In addition to our broad, creative curriculum (see Question 12 above), our staff try hard to ensure that there are a wide variety of extra-curricular clubs and activities available across the year. We currently have the following clubs running: lunchtime football clubs for Years 3 to Y6; lunchtime outdoor woodpeckers club (KS2); lunchtime Football/Pokemon card club (KS2); lunchtime relaxation club (KS2); lunchtime KS1 football club; Choir for Y2 to Y6; KS1 and KS2 library clubs and after school library on a Tuesday and Thursday. In addition to these, last year's lunchtime clubs also included: Dance (KS2); Detective Club (KS2); Gymnastics (KS2); Multisports (KS2); Netball (KS2); Recorders (FS/KS1); Science Club (KS1/2); Hedgehogs Outdoor Club (KS1) and TT Rockstars (KS2). In addition, we ran after school clubs for football (KS1), Mindfulness (EYFS, KS1 and KS2) and Homework club. This is in addition to taking part in regular sports events and competitions.



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We also offer a variety of fun activities for Golden Time on a Friday. KS1 Golden Time clubs include Badminton, Just Dance, Bingo, Parachute, Crafts and Circle Games. In KS2, Golden Time clubs include Puzzles, Board/Card Games, Bingo, Party Games, Just Dance, TT Rockstars, Mindfulness, Art, Film/TV Club, Library Club, Crafts, Nature Club, Chat Café, Nerf Gun Club, Penalty Shoot-Out/Crossbar Challenge and Rounders. We also have our fabulous play leaders in Year 2 and Year 6 who organise the equipment and lead games and activities at morning and afternoon breaks.

We always do fewer clubs in the Autumn term as we are limited by the weather and available space but please do look out for more clubs starting up as the year progresses. We are particularly keen to increase our offer of after school clubs and have already put some feelers out to investigate local providers. If any of our parents/carers have a particular skill and would be keen to get involved in running an after school club, please do get in touch. We would love to hear from you!

14. 86% of respondents agreed or strongly agreed that school support their child’s wider personal development with 9% not sure. Social, Emotional and Mental Health (SEMH) continues to be a focus at THPS, with many staff completing additional training in this area, for example, bereavement, Mental Health Champions (adult and pupil) and trauma informed practice. We have a clear and strong SEMH offer which includes bespoke support for children and their parents/carers through our Children and Families team. We work in partnership with our trust schools to share good practice, updates and training in this area. We also work closely with ‘With Me In Mind’ who have mental health professionals in school on a weekly basis completing a range of work from supporting staff, running parents coffee mornings and workshops and working directly with children on a 1 to 1 basis or in small groups on a range of emotional health and well-being needs.

Our children are taught how to look after their own mental health and wellbeing and this is woven through the curriculum. We address issues surrounding mental health and safeguarding through our PHSE curriculum, regular assemblies and through other opportunities throughout the year, for example, Transition Worries workshop for Year 6, activities and workshops as part of Mental Health Awareness Week and Anti- bullying week, NSPCC assemblies and workshops. As a school we also support others in our community, for example, through our MacMillan Coffee Morning, bun sale to support the Earthquake Appeal, donating pre-loved uniform to the Schools for Gambia project and our work with the church to support others including Rotherham Food Bank, Families First and Age UK.

In addition, children are supported to become well-rounded individuals through our broad, balanced, creative curriculum and through a wide range of extra-curricular opportunities – see responses to questions 12 and 13 above for more details.



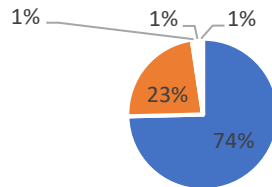
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15. I would recommend this school to another parent



■ Strongly agree ■ Agree ■ Disagree ■ Strongly disagree ■ Don't Know

15. Finally, we are delighted to see that 97% of our parents/carers would recommend our school to other parents. This really does mean a lot to us. We are a big part of our community and beyond and this is reflected in the number of people who do not live in Thorpe Hesley catchment but still want their children to come here. This is something that we do not take for granted and we are eternally grateful for.

Thank you to all who responded for taking the time to give us your feedback. We are always keen to improve our provision even further and really value the feedback of our parents and carers to help us to do this. I have included some of the comments below that we received with the survey. I really was blown away by some of the lovely comments and the number of you who took the time to show your support. We really are so lucky to have such fabulous families – we simply could not do this without you. You can be sure that we will act on any comments which refer to specific individual pupils as well as take any suggestions on board as we continue to strive to be the best that we can be.

Sarah Hewitt

Head Teacher

Parent/Carer Survey Comments:

Best school in the world.

Since starting in nursery and now in reception, I have been so impressed with the schools culture and ethos. My little boy absolutely loves going which is all I can really hope for!

An amazing school with amazing teachers, I feel so lucky my children can learn and grow here!

The only provision lacking in my opinion is around extra curricular activities and in particular sport. For example having a school football team across all junior age groups where they compete against other schools.

Although we try to provide a range of extra-curricular activities, including sports, this relies on staff being willing to give up their own time, or being able to secure good quality external providers. As I have mentioned in my response to question



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13, we are particularly keen to increase our offer of after school clubs and have already put some feelers out to investigate local providers and are keen to hear from any of our parents/carers who may be keen to get involved in running an after school club.

We do try to get involved in as many sporting events and competitions as we can. One of the limitations is that a lot of tournaments will only accept one entry per school which, for a school our size, limits the number of children who can be involved. I shared a sports report with you in one of the newsletters towards the end of last academic year which Mrs Payne had put together, celebrating all of our sporting achievements. This is also on our website and I have copied a link to it here for further information:

https://www.thorpehesleyprimary.rotherham.sch.uk/our_curriculum/curriculum_areas/sport_and_physical_education/school_sport.html

We love this school, thank you.

I think the school is brilliant. All of the teachers are fabulous and so are the wider team. Keep doing what you are doing because it cannot be faulted at all.

Thorpe Hesley is a wonderful school with amazing staff. Both of our children continue to thrive and they both love going to school each day. I strongly believe that all the staff that our children have encountered throughout their time so far have gone above and beyond. Thank you all.

I don't agree with the extremely hard words that the children have. Words that will never be used and the stress it brings on the children is wrong.

The spellings that we teach in school and set for homework each week are in-line with the National Curriculum. In EYFS and Year 1, the focus is on phonics, following the Little Wandle scheme. In Year 2, we have now moved to the Little Wandle spelling programme which provides continuity and a seamless link from the core Little Wandle Letters and Sounds Programme to learning spelling in Year 2 and above. In KS2 we use the 'HeadStart' spellings which follow the National Curriculum spelling patterns for each year group. There is a lot of additional support in place for children who may need a bit of extra help with their spellings and we are always happy to offer advice, guidance and support to parents/carers on how you can support your children with spellings at home. There are lots of ideas on the English section of our website under both spelling and phonics. I have copied the links here should you find them useful:

https://www.thorpehesleyprimary.rotherham.sch.uk/our_curriculum/curriculum_areas/english/spelling/spelling_streaming.html

https://www.thorpehesleyprimary.rotherham.sch.uk/our_curriculum/curriculum_areas/english/phonics/phonics.html

My daughter's class teachers are doing a fabulous job in challenging and supporting her learning. Thank you!

School has been outstanding from nursery through to X's transition into reception. The class rooms are lovely and I know X's day is packed full of learning opportunities. The parent involvement is great and I have recommended this school to many of my families that I work with.

We feel very lucky to have X in such a fantastic school. My daughter is a huge perfectionist which we are desperately trying to overcome, and this has been noticed by her teachers who are supporting X, which is so appreciated. Thank you for everything you do for her!

Brilliant school!

Best school around.

What I love about this school is plenty of the teachers see a child's potential before they or us the parents see it, and you tap into that potential and help the children believe in themselves, therefore achieving the best they can.

The staff work hard and it is visible they are committed to pupil wellbeing and academic success.



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Email: THPOffice@nclt.ac.uk

Excellent SEN support.

We have been extremely impressed with the hard work, motivation and dedication of all the staff in school that work or have worked with our daughter so far. She is thriving at school and loves every minute of it. This would not be the case if it wasn't for the ethos and high standards across the board at school and if the staff didn't work as hard as they do. So thank you.

Absolutely brilliant!

Excellent school and staff.

An outstanding school with outstanding staff and an exciting, outstanding curriculum.

Having X attend another school until April of year 3 I can say that this school and it's values by far surpass her previous. X's confidence was completely knocked and she had a dislike for school until we moved her to Thorpe Hesley, she now loves school and is developing well - thank you.

My daughter has loved it since arriving and loves her teachers. She feels safe and happy everyday.

Really happy overall, X loves going to school and is really enjoying his learning which means the world to us.

My daughter's teachers have gone above and beyond to support her with her difficulties with spelling. I'm so pleased with how proactive and supportive they have been.



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